

Global History and Geography Regents Review Booklet

Spring 2009

Instructions to the Students: Practice for the Global History & Geography Regents Course by working through the 10 days of activities and links included in this booklet.

The sample questions included here are taken directly from previous Regents exams, available at:

<http://www.nysedregents.org/testing/socstre/regentglob.html>.

Global Issues - Global Awareness Challenge

Every day for five days, check newspapers and magazines for articles relating to different parts of the world. Try to identify trends and issues for the following locations/areas:

- Southeast Asia
- Europe
- Middle East
- Darfur
- Mexico

A Week of Global History Activities

Day One: Global History and Geography Regents Examination Practice with Multiple-Choice Questions

Multiple-Choice Questions Overview

To perform well on the 50 multiple-choice questions in the first section of the Global History and Geography Regents Examination, one needs to have a solid understanding of the vocabulary associated with this course of study, and be ready to apply this knowledge through analysis of different materials.

Several different types of multiple-choice questions that may appear on the exam are:

- Recall Multiple-Choice Questions
- Data-Based Multiple-Choice Questions
- Political Cartoon Multiple-Choice Questions
- Map-Based Multiple-Choice Questions

Recall Multiple-Choice Question

Review and studying really pay off when one is faced with recall multiple-choice questions. These require that one know specific information about a topic.

Consider the following strategy when confronted with recall multiple-choice questions:

- Read the question asked.
- Read each possible answer choice.
- Review the question, looking for matches between one of the answers and the data presented.
- Select the best answer based on your analysis

If you are unsure, it is usually best to stick with the answer you came up with first.

A sample recall multiple-choice question from the June 2001 Global History and Geography Regents Examination follows:

Sample Question 1

Archaeological studies of the Indus Valley cities of Harappa and Mohenjo-Daro show evidence of

1. dynastic rule
2. monotheism
3. social equality
4. urban planning

Data-Based Multiple Choice Question

There are a variety of different data-based multiple-choice questions which require one to analyze information and choose the correct response from the choices available.

You may be asked to analyze data in a variety of different formats, including: reading passages, graphs, tables, outlines, quotation interpretation, and timelines.

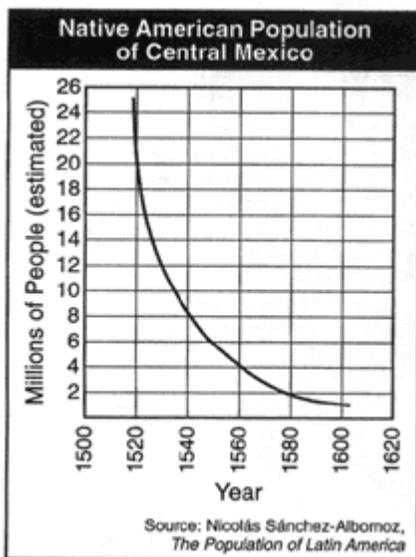
Regardless of format, the same strategy holds true for all data-based multiple-choice questions:

- Read or view all of the data presented.
- Read the question asked.
- Read each possible answer choice.
- Review the data, looking for matches between one of the answers and the data presented.
- Select the best answer based on your analysis

A sample data-based multiple-choice question from the June 2001 Global History and Geography Regents Examination follows:

Sample Question 2

Base your answer to the sample question on the graphs below and on your knowledge of social studies.



Between 1540 and 1580, what happened to the native population of Central Mexico?

1. It decreased by approximately 6 million people.
2. It increased to a high of 26 million people.
3. It increased by approximately 2 million people per year.
4. It decreased to 8 million people.

Political Cartoon Multiple-Choice Questions

Political cartoon multiple-choice questions require that one carefully read each aspect of the cartoon, including labels and captions. It is also very important to note different types of symbolism. After looking for all of these clues, put them together and try to make sense of them. You should ask yourself, “What is the message?”

Regardless of content, the same strategy holds true for all political cartoon multiple-choice questions:

1. View the political cartoon, paying particular attention to symbols, captions, and labels.
2. Read the question asked.
3. Read each possible answer choice.
4. Review the political cartoon, looking for matches between one of the answers and the data presented.
5. Select the best answer based on your analysis.

A sample political cartoon multiple-choice question from the June 2001 Global History and Geography Regents Examination follows:

Sample Question 3

Base your answer to the sample question on the cartoon below and on your knowledge of social studies.



Source: Heng/Lianhe ZaoBao/Singapore

Which statement best explains the situation shown in the cartoon?

1. The world generally supports China's government.
2. Many countries are attempting to expand their colonial empires.
3. Westerners are promoting Chinese investment in South America.
4. China represents a way to expand Western imports.

Map-Based Multiple-Choice Question

Map-based multiple-choice questions require that one carefully read each aspect of the map, including the title, labels, legend, and key.

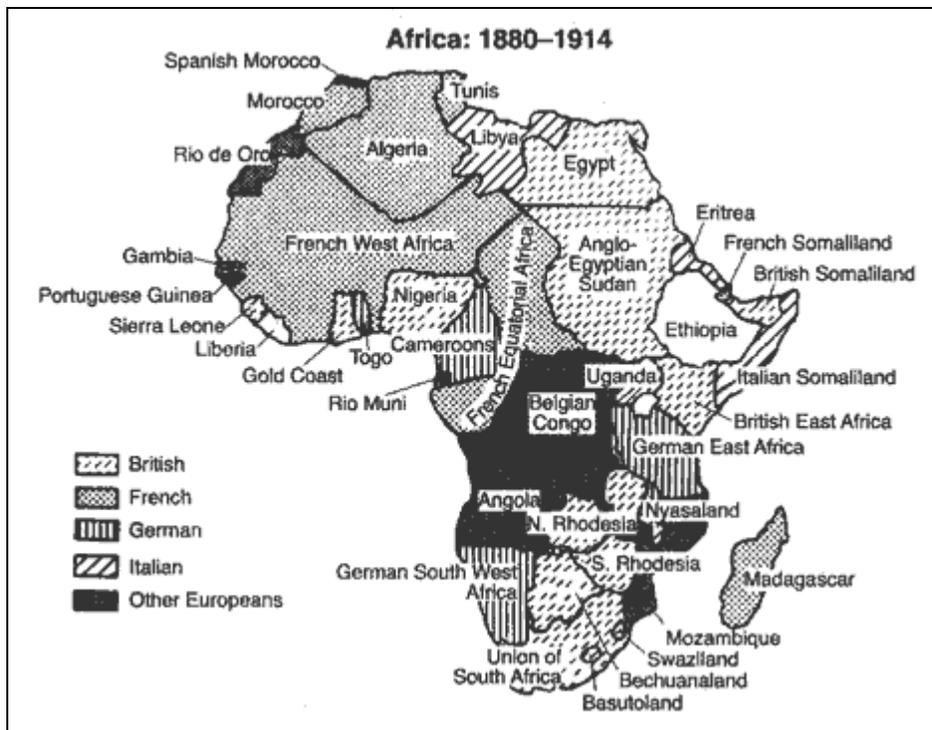
Regardless of the map shown, the same strategy holds true for all map-based multiple-choice questions:

1. View the map, paying particular attention to the title, labels, legend, and key.
2. Read the question asked.
3. Read each possible answer choice.
4. Review the map, looking for matches between one of the answers and the data presented.
5. Select the best answer based on your analysis.

A sample map-based multiple-choice question from the June 2001 U.S. Global History and Geography Regents Examination follows:

Sample Question 4

Base your answer to the sample question on the map below and on your knowledge of social studies.



According to the information provided by the map, which European nation controlled the union of South Africa?

1. Germany
2. France
3. Great Britain
4. Italy

Day Two: Global History and Geography Regents Examination Practice with Multiple-Choice Questions

Look at your work from yesterday (multiple choice questions: recall, data-based, political cartoon, and map-based). Which kind of questions, if any, did you get wrong?

Look at the tips that accompany that kind of question. Is there a tip that you need to focus on to help you with this type of question? If so, write it down here:

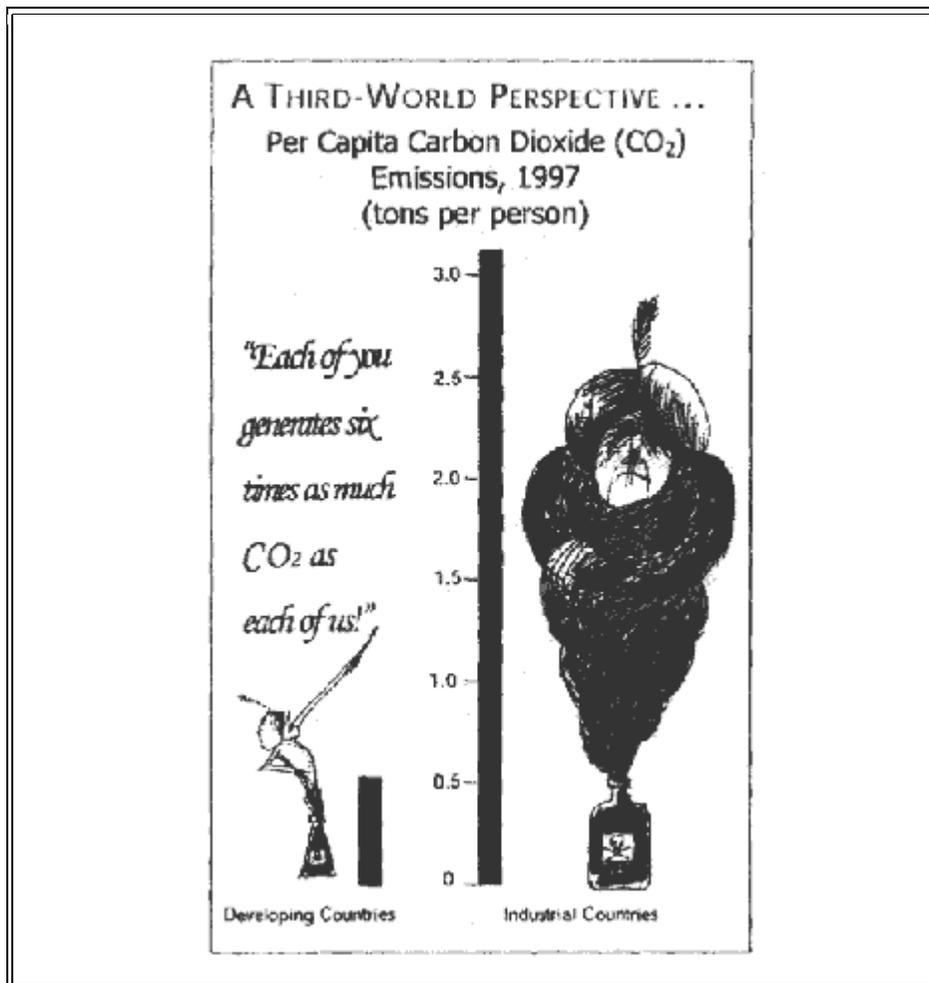
Can you figure out what it is about this type of question that is sometimes tricky for you? Understanding what is difficult can help you do better next time.

Think back to your class work and practice exams this year. Is there a pattern to the type of multiple choice question you have gotten wrong (recall, data-based, political cartoon, and/or map-based)?

Go to the New York State Education Department Web Site (<http://www.nysedregents.org/testing/socstre/regentglob.html>) and take a section of one of the tests from past years that are posted online. Take the portion of the test that has been challenging for you. Try to use the tips that were provided in yesterday's multiple choice section.

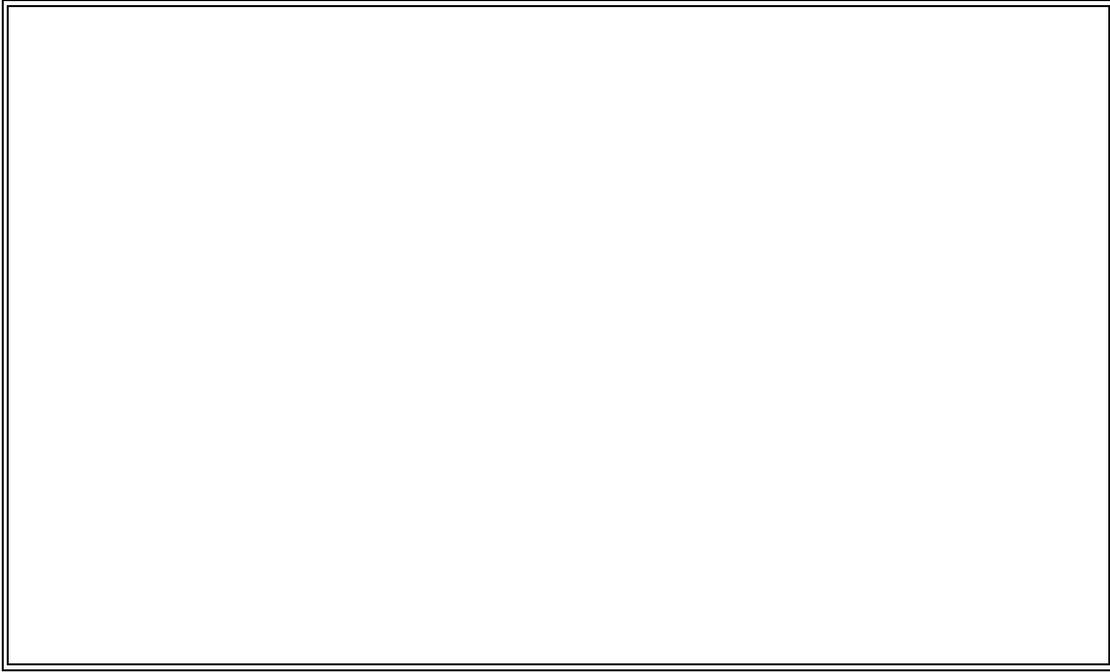
Day Three: Global History and Geography Regents Exam Practice with Document-Based (“DBQ”) Short Answer Questions

DBQ short answer questions can sometimes be answered based solely on the document upon which they are based. For example, Document 2 from the June 2001 U.S. History and Government Regents Examination:



—World Watch, November/December 1998

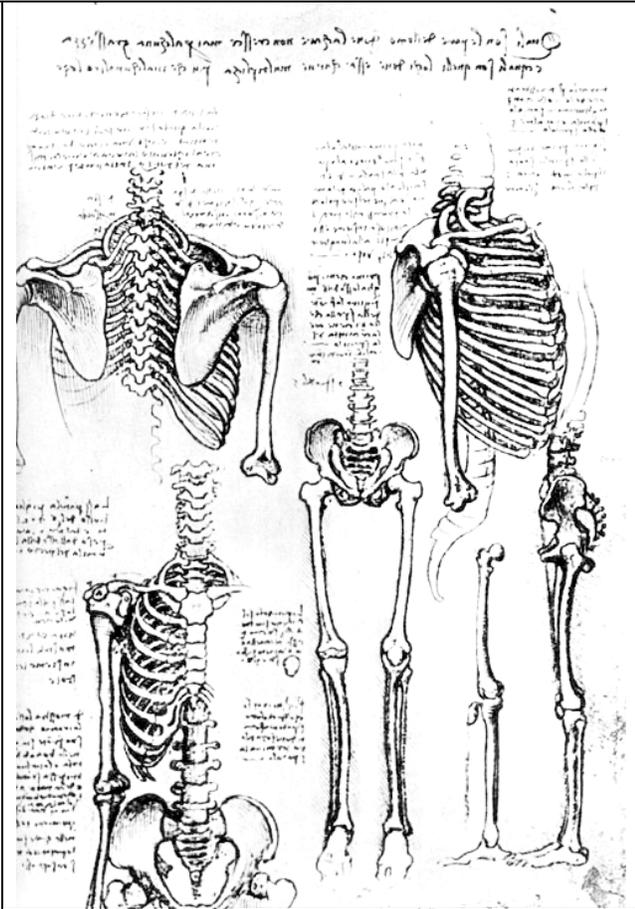
2. According to the cartoon, what is a concern of developing countries?



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Another example, from the January 2009 Global History Examination, asks the reader to analyze a piece of text and an image:

Leonardo da Vinci studied the anatomy of the human body while he was apprenticed to Andrea del Verrocchio. To learn about the body, he dissected and studied human corpses. Da Vinci was interested in the structure and the function of the various parts of the human body. His drawings reflect what he learned as he studied.



Note: Leonardo da Vinci recorded information in his notebooks by writing backward.
Source: David Reuteler’s website, “The Drawings of Leonardo Da Vinci.”

According to this document, state **one** of Leonardo da Vinci’s contributions to science.

From: New York State Global History and Geography Regents, January 2009

Day Four: DBQ Essay Advice for Students

Here are some tips for students on writing a DBQ essay. Read the table below and answer the questions that follow.

DBQ Do's & Don'ts

<i>Do the following things with a DBQ</i>	<i>Don't do the following things with a DBQ</i>
Read carefully and make sure you understand the question being asked.	Respond to a question that isn't asked.
Quickly jot down the major themes/events/people you associate with this topic or question.	Use "I" statements such as "I think that Document A portrays..."
Read over the documents, noting the year and author/source of each one. If the document seems to support or oppose a possible perspective or opinion on the question, note that in the margin.	Summarize the documents. The reader knows the content of the documents and is interested in how you view the document relating to the question.
Write out a preliminary thesis and outline of your major points.	Quote long passages from the documents. Use an ellipsis "..." if you need to quote.
As you begin to write, remember to weave the documents into your answer, always focusing on the thesis.	Try to impress the reader with big words that are used incorrectly. This has the opposite effect of what is intended.
Include your knowledge of the era along with your analysis of the documents.	Spend so much time reading and underlining the documents that you have to rush your writing.
Be sure to include your own analysis/perspective on the question.	Begin writing your answer until you have a good sense of your thesis and how you want to approach the question.
If you can knowledgeably quote or refer to an historian who has a perspective on this question, include his or her perspective.	Write "I ran out of time" on the bottom of your essay. You had as much time as every test-taker in America.
Keep an eye on the clock so that you can have time to re-read your essay for any obvious technical errors.	
Be as specific as possible when you include historical information.	
Be assertive and forceful in making your points.	

From <http://home.earthlink.net/~gfeldmeth/DBQ.html>

1. Which of the "DO" tips are things that you already do as an essay writer?

2. Which of the “DO” tips are things that you need to focus on for the exam?

3. Which of the “DON’T” tips are things that you already know not to do as an essay writer?

4. Which of the “DON’T” tips are things that were new to you?

Day Five: Practice DBQ Essay Writing

Choose one of the two possible themes below. Use the theme, the task, and the topics to create your own practice DBQ essay. Remember the Do's and Don'ts table, and your class work this year, to help you.

Essay Choice One:

Theme: Change (Individuals Who have Changed History)

The beliefs and achievements of individuals have changed global history. These beliefs and achievements have had positive and negative effects on society.

Task:

Identify *three* individuals* who have changed global history and for *each*:

- Explain *one* belief or achievement of that individual.
- Discuss the positive *and/or* negative effects of the individual's belief or achievement.

* **Topic 1** - Nelson Mandela

* **Topic 2** - Mohandas Gandhi

* **Topic 3** - You may use any individual from your study of global history. Some suggestions you might wish to consider include: Hammurabi, Confucius, Aristotle, Alexander the Great, Muhammad, Johannes Gutenberg, Queen Isabella, Leonardo da Vinci, John Locke, Catherine the Great, and Simon Bolivar

Do *not* use individuals from the United States events in your answer.

Guidelines: In your essay, be sure to:

- Develop all aspects of the task.
- Support the theme with relevant facts, examples, and details.
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a simple restatement of the theme.

Essay Choice Two:

Theme: Change - Turning Points

Political, economic, and social conditions have often led to turning points that have changed the course of history for nations and peoples.

Task:

Identify *three* turning points* from your study of global history and for *each*:

- Describe the causes, key events, and historical circumstances that led to the turning point.
- Explain how *each* turning point changed the course of history for nations and peoples.

***Topic 1** - World War I

***Topic 2** - French Revolution

***Topic 3** - You may use any examples from your study of global history. Some suggestions you might wish to consider include: the Neolithic Revolution, the fall of the Roman Empire, the Crusades, the Renaissance, the Encounter, the Russian Revolution of 1917, Nelson Mandela elected president of South Africa, and the fall of the Berlin Wall/collapse of Soviet Union.

Do *not* use any turning points in United States history in your answer.

Guidelines: In your essay, be sure to:

- Develop all aspects of the task.
- Support the theme with relevant facts, examples, and details.
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a simple restatement of the theme.

Adapted from NYSED, 2009.

Global History Regents Review Booklet (2009)

Answers

Questions	Answers
Day 1, Sample Question 1	The correct answer is 4.
Day 1, Sample Question 2	The correct answer is 1.
Day 1, Sample Question 3	The correct answer is 4.
Day 1, Sample Question 4	The correct answer is 3.
Day 3 Question 2	Industrial nations produce six times as much carbon dioxide as developing nations. This is a concern because pollution affects the entire world, not just the nations creating the majority of the problem.